U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Ms. Leslie Guajardo

Official School Name: Hurst Junior High

School Mailing Address:
500 Harmon RD
Hurst, TX 76053-6721

County: Tarrant State School Code Number*: 220-916-043

Telephone: (817) 399-3064 Fax: (817) 285-3225

Web site/URL: http://schoolctr.hebisd.edu/education/school/school.php?sectiondetailid=58 E-mail: lesliguajardo@hebisd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

Date____
(Principal's Signature)

Name of Superintendent*: Dr. Gene Buinger

District Name: Hurst-Euless-Bedford ISD Tel: (817) 283-4461

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Jeff Burnett

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

Date____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

19	Elementary schools (includes K-8)
5	Middle/Junior high schools
3	High schools
0	K-12 schools
27	**TOTAL**

2. District Per Pupil Expenditure: 6904

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[X] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K			0	**7**	175	164	339
1			0	**8**	151	160	311
2			0	**9**	164	139	303
3			0	**10**			0
4			0	**11**			0
5			0	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					953

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
4 %	Asian
17 %	Black or African American
27 %	Hispanic or Latino
3 %	Native Hawaiian or Other Pacific Islander
48 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	97
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	81
(3)	Total of all transferred students [sum of rows (1) and (2)].	178
(4)	Total number of students in the school as of October 1.	890
(5)	Total transferred students in row (3) divided by total students in row (4).	0.200
(6)	Amount in row (5) multiplied by 100.	20.000

8. Limited English proficient students in the school: 10 %

Total number limited English proficient 97

Number of languages represented: 7

Specify languages:

Arabic, Chinese, French, Liberian, Spanish, Turkish, Ukranian

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 567

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 98

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	2	Orthopedic Impairment
0	Deafness	10	Other Health Impaired
0	Deaf-Blindness	68	Specific Learning Disability
13	Emotional Disturbance	14	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	58	0
Special resource teachers/specialists	0	1
Paraprofessionals	5	1
Support staff	7	0
Total number	73	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **15 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	97%	97%	97%
Daily teacher attendance	95%	95%	97%	96%	97%
Teacher turnover rate	11%	7%	7%	10%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

According to leading theorists in community psychology, a "sense of community" is the culmination of a variety of factors including: the feeling that individual members belong to a group, matter to the group, and a shared belief that the needs of the individual will be met through a commitment to working together. One of our greatest achievements at Hurst Junior High (HJH) has been establishing such a bond with our faculty, students, and the surrounding community. Much of our success is an extension of the belief that we must provide a place where our children do have a "sense of belonging," can identify with their teachers and peers and make a personal investment in their own education and the betterment of our school's community.
Our vision at Hurst Junior High is to create productive citizens who can compete in an ever growing global market place while building upon the imaginations of our children, in hopes that they can find better, more innovative ways to solve the dilemmas that we face as a species. We constantly challenge our teachers and staff to ask, “What is in the best interest of the individual student?" In an attempt to mold imaginative and globally prepared citizens, we must often focus on the individual and the individual's needs while trying to balance the dynamics of the group as a whole.

Hurst Junior High has a burgeoning population of approximately 953 students. Our current ethnic demographics are 47.3% White, 27.8% Hispanic, 16.9% African American, 6.7% Asian/ Pacific Islander with 58.9% of our students classified as economically disadvantaged and 42.2% considered at-risk. It is part of our mission to teach our students to embrace this diversity. Moreover, our faculty maintains high expectations for every student regardless of his or her ethnic or societal label. Hurst Junior High has achieved a "Recognized" status from the state for the last three years, in part, because the faculty and staff expect the most of all students.

Our connection with the community has been a great source of inspiration and has contributed greatly to our success. In the last three years alone, Hurst Junior High has logged in over 22, 800 hours of volunteer work from a variety of people in the community, ranging from engineers who tutor kids struggling with math to former students who return to serve as mentors. Our success in reaching out to the community has twice garnered us the esteemed "Golden Apple Award" in the Hurst-Euless-Bedford Independent School District, an award that goes to the school that can attain the highest number of volunteer hours in a given school year.

As soon as students arrive on campus in seventh grade, we begin helping them become successful and contributing members of our school, particularly with programs like "Raider Camp," a summer orientation introducing incoming seventh graders to the rules and expectations of HJH. This event helps acclimate them to the culture of the school. There is also "Family Math Night" in which community businesses set up booths with the intention of demonstrating how math plays a part in everyday life and is relevant to a variety of careers. We have implemented a successful Math and Science Academy (MASA). This program takes place one Saturday a month and the teachers who staff it take struggling students on educational field trips and create fun tutorial activities, both of which build student interest in those subjects. Finally, one of our most successful initiatives is a school-wide reading program in which the entire school reads and discusses a novel chosen by our language arts faculty. This event culminates with a celebration at a local Barnes and Noble branch where students present essays and original works of art based on the selected novel for prizes donated by the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Hurst Junior High excels on the state's assessment instrument, Texas Assessment of Knowledge and Skills or TAKS. The state gives every school one of four ratings, depending largely on the school's TAKS scores. The ratings are Unacceptable, Acceptable, Recognized and Exemplary. In order to reach the Exemplary rating, which is the district goal for all schools, a campus must achieve 90% or higher in each subgroup in each test given. A student must achieve a score of 2100 in order to meet expectations on the TAKS test and a 2400 to achieve commended. Information about the State's assessments can be found at: www.tea.state.tx.us.

Over the past five years, Hurst Junior High has generally seen a steady increase in both reading and math scores in all grade levels and subgroups. In seventh grade reading and math, the number of students meeting standard as well as the number of commended scores have increased over time in all subgroups. Eighth grade reading and math scores show similar positive trends. Ninth grade reading scores are particularly strong, with slight fluctuations around the mid-ninety range.

The only anomaly in the data can be found in ninth grade math. In years one, two and three, there is steady improvement in students meeting standard, with a significant increase from year two to year three (72% to 92%). The inconsistency appears in the 2007-2008 school year. The percentage of students passing the test dropped ten percentage points. This outlier may be explained by several variables: an increase in newly enrolled ninth graders from surrounding urban school districts, an increase in economically disadvantaged students in ninth grade and a shift in school administration. It is very important to emphasize there is no one reason for the drop in ninth grade math scores that year. It is equally important to emphasize that despite a very mobile population, the expectations are the same for every student who enrolls at Hurst Junior High; although, statistically speaking, students who are enrolled at HJH all three years perform better on district and state assessments.

Looking specifically at the numbers of students testing in each subgroup, each year, with few exceptions, there is a steady decrease in the number of White students taking the TAKS test from 2005-2009. This is the only subgroup that has experienced a decrease in population. Every other subgroup, including economically disadvantaged, African American and Hispanic, has gradually increased in numbers of students taking the TAKS test from 2005-2009. While these subgroups increased in test takers, so have the school's passing rates. In spite of the growth of what many consider a statistically challenging population, HJH has been successful with all students.

In the 2004-2005 school year, there was a double digit differentiation between the White subgroup meeting standard and the economically disadvantaged subgroup meeting standard in every single test given. In the 2008-2009 school year, that achievement gap was whittled down to a single digit differentiation in every test.

2. **Using Assessment Results:**

The Hurst-Euless-Bedford Independent School District administers benchmark tests in the core content areas. Depending on the subject, the district administers the tests anywhere from once to three times during a semester. When the assessment data is published by the District Testing Coordinator, each teacher dissaggregates his own data. Using software called Academic Success Through Evaluation Data Management (ADM) teachers are able to view the benchmark data in a variety of ways. While one teacher may find the data most helpful when he separates it by sub group, another teacher might prefer to explore students' scores by class period.

Once individual teachers have had the opportunity to delve into their own data, subject and grade level small groups meet to talk about the patterns they have uncovered. In this meeting, teachers take a closer look at specific objectives from the assessment. They further dissaggregate the data to reveal commonly missed questions as well as the types of distractors students chose. From this analysis, teachers are able to return to the classroom with a better understanding of why students missed specific questions. In addition they are able to conclude whether or not a specific objective must be completely retaught or if perhaps a simple adjustment in existing plans would suffice. Teachers scrutinize every piece of formal data that is available to them. This analysis drives instructional change in the classroom.

On a broader scale, administration uses assessment data to make scheduling decisions. Five years ago, patterns in the data indicated that students needed more time in the math classroom in order to effectively grasp the concepts. The administration created blocked math classes that allow students to receive the regular curriculum in an extended amount of time. In addition, administrators created 'custom classes', designed according to students' needs. They took into consideration the learning styles of the students in question, and then paired that student with the teacher whose delivery style best met his needs.

At Hurst Jr. High, meaningful instructional change is the result of data analysis. For example during the 2007-2008 school year, ninth grade math teachers noticed a downward trend in benchmark testing scores. Consequently teachers adjusted their instructional strategies to include the incorporation of Smart Response technology. Administrators also hired math tutors to work with students during a thirty minute advisory period which increased the number of opportunities for student tutorials. Finally an additional math section was created in the master schedule to target struggling ninth grade math students. The drop in ninth grade math scores was the impetus behind the creation of common planning periods for the next school year.

3. **Communicating Assessment Results:**

Part of our mission at Hurst Junior High is to create an informed community where students and parents alike are consistently familiar with academic progress and student performance. In our work to meet this goal we have maintained some traditional methods while implementing new and successful ideas.

Progress reports are issued at the three week mark of every six-weeks grading period to inform parents of their child's current status in each classroom. In addition to progress reports, teachers are required to let students know in a timely manner that they are in danger of failing a particular course at any given time in the six-week period. As a first step, teachers contact parents to let them know that the student is struggling. Then, students participate in a one on one meeting to discuss why they are failing and what they need to do in order to succeed. Finally, the student and teacher together formulate a plan of action. The school requires students who are failing a subject to attend mandatory tutorials before or after school.

Teachers frequently update and maintain their personal web pages with data that is relevant to their pupils and parents. On-line grade book access and report cards are available to parents so that they can monitor their children's progress.

Teachers use classroom graphs and charts to share test results with students, families, and visitors. Students routinely analyze class and personal data in order to adjust their study strategies and classroom behavior. The office also makes use of a data wall to communicate relevant statistics to students, teachers and the community. Visitors to the building can see attendance rates, increases and decreases in office discipline referrals and grade and test data.

4. **Sharing Success:**

A colleague once commented that "Hurst Jr. High is the school district's laboratory." That title certainly describes the school's operating procedures. HJH is always the first to volunteer to pilot new technologies or

new methods to be used in the classroom. The teachers and administrators don't mind taking risks; they've seen that to relate to the student population, the faculty and staff has to be willing to innovate and to change with the times.

Since HJH pilots many new programs, the doors are always open to colleagues from other schools and other districts. When the math department managed to increase the rate of students who passed the math TAKS tests for several years running, other schools took note. The math teachers were extremely generous in sharing their strategies with the visitors who came from all over the state. When the seventh grade math department adopted the use of Smart Boards in the classrooms, it was one of HJH's own teachers who went out to train others in the district and shared with them many activities she had developed using this technology.

The English department chair, who constantly searches for ways to foster a love of reading in students, created an all school reading program organized around the young adult novel *Maximum Ride* by James Patterson. She formed a partnership with a local bookseller who helped the school acquire enough novels for everyone in the school. She also wrote to the book's author and convinced him to participate in the program. He provided signed copies of the book as prizes and even agreed to read and critique the winners of the essay contest that went along with the all school read. Hurst Jr. High received widespread positive publicity due to the success of this program. As a result, the department chair responded to the requests of many other U.S. schools to help them establish a similar program. She generously shared her strategies with all who asked. It is built into the Hurst Jr. High culture to share successful strategies and technology with colleagues.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The mastery of state standards drives the courses offered at Hurst Jr. High School. As a result, all students possess a strong foundation on which to build their high school careers. Teachers and students experience success in the classroom through the implementation of research based strategies and a focus on the development of higher order thinking skills. Mastering the use of educational technology has helped reach students born in a digital age. The entire campus also relies on Continuous Improvement (CI) strategies, which allow teachers and students to track progress and recognize weaknesses. The culture of the school pushes students to take responsibility for their own learning, inculcating in them the ability to identify their strengths and weaknesses as well as what strategies help them learn.

There are two English Language Arts (ELA) classes designed to target students' needs in grades 7-9. English is the traditional course offered for students reading on grade-level. For below level students, the school offers a reading class to supplement the curriculum.

Our math department offers seventh and eighth grade regular math classes, eighth grade Pre-Advanced Placement (Pre-AP) Algebra I, ninth grade Algebra I and ninth grade Pre-AP Geometry I.

The social studies department provides an overview of Texas history to seventh graders, a detailed study of the first half of American history to eighth graders and a world geography survey course to freshmen. In addition, seventh grade students focus on skills and concepts needed to prepare them for the eighth grade history TAKS test. All history and geography teachers use cooperative learning strategies, vocabulary development activities, and social studies skills practice to prepare students for state exams. Every grade level integrates the use of technology such as In-Focus projectors and document cameras to provide visuals and facilitate interactive lessons that enhance student comprehension. The department has received training in the use of innovative practices such as podcasting and the "History Alive" method. Within all social studies classrooms observers would see students engaged in learning through role playing, group exercises and individual and group projects. The department takes seriously its mission to create engaged, well-informed citizens who will be active participants in America's democratic process.

Science instruction at Hurst Junior High School follows a curriculum based on the inquiry method and the development of process skills which was created, and is still being enhanced by, teams of teachers across the Hurst-Euless-Bedford Independent School District. A minimum of forty percent of instructional time is devoted to 'hands-on' laboratory activities. Seventh and eighth grade students study a broad range of science topics outlined by the state. The skills they develop carry over into ninth grade where most students currently study Integrated Physics and Chemistry (IPC). Pre-AP students complete IPC in eighth grade, moving on to Biology I their freshman year. During their three years at Hurst Jr. High, all students are challenged to develop problem solving skills and to become scientific thinkers.

The majority of students at Hurst Junior High complete at least one credit year in either Spanish or French. The foreign language department also offers a Spanish Native Speaker course that culminates in an Advanced Placement (AP) Exam. The course has been a great success, and statistics show that getting native speakers into an AP classroom increases the students' chances of graduating and attempting more advanced courses in high school.

The school offers a variety of electives including: band, choir, art, speech, and athletics. There are also several Career and Technology Education (CATE) courses offered. One such class requires students to complete several computer modules related to science, technology, engineering and math. These modules focus on the

mastery of technology software used in the work world. In addition, students may also elect to take keyboarding. Hurst Junior High's band courses are a direct feeder into L.D. Bell High School's nationally recognized band program. The school also has an exemplary choir program. Finally, students may choose to enroll in communication applications to hone their public speaking skills.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

Hurst Junior High's English Language Arts (ELA) courses form part of a K-12 vertically aligned curriculum used throughout the district. The ELA classes are divided into three tracks: grade level, Pre-AP/International Baccalaureate (IB), and Gifted and Talented (GT). Each of the seventh, eighth and ninth grade classes focuses on Greek and Latin root words to help students understand words based on their origin. Moreover, students are taught to use these classical roots to aid in comprehending and applying more complex vocabulary. The majority of English lessons incorporate at least one writing activity so that students get the practice they need to become proficient writers. In an effort to build strong writers, ELA teachers continuously reinforce the five essential steps of the writing process while remaining strict on grammar, syntax and diction in student compositions. In addition, the faculty also concentrates its efforts on promoting higher-level reading skills. Students are taught to search for text evidence, to annotate the text, and even to go beyond the selection through higher level questioning. Students who read below grade level or do not meet state standards on TAKS are enrolled in specialized reading courses as a supplement to their regular English class. All ELA/Reading teachers incorporate strategies which encourage students to become actively engaged in the text. During the advisory period, small group tutorials are held regularly for struggling readers and all students receive reading reinforcement lessons twice a week. In order to promote reading for enjoyment among the entire student body, the library organizes student book clubs and regularly posts student book reviews. The English department also encourages a life-long love of reading by leading an all-school book read during the fall semester of each school year.

3. **Additional Curriculum Area:**

At Hurst Junior High, our math department has shown phenomenal growth. In 2007, we earned a rating of Recognized from TEA and continue to maintain this high standard every year. Our curriculum is aligned with the Texas Essential Knowledge and Skills and is available on our district website through the Blackboard program. Smart Boards, Inter Write pads, Smart Technology, document cameras and remote systems provide unique presentation and assessment of material at every level. Our mission at Hurst Junior High is to help each student discover how he or she is smart, regardless of learning challenges or difficult backgrounds. Therefore, traditional seatwork has been replaced with a discovery, real world, hands-on, kinesthetic approach to learning math.

Math classes are scheduled in a way that maximizes student learning and achievement. Struggling learners are selected and placed with the teacher with whom they will be the most successful in a block class that provides an extended period of instructional time.

Our Math and Science Academy (MASA) happens one Saturday every month and is open to eighth grade students. Teachers provide technology, labs, hands-on materials, and games to teach challenging math and science concepts. Students who consistently attend MASA have the opportunity to spend a day at a local university and see how math and science are used in careers.

Our math department hosts an annual Family Math Night that serves around 350 parents and students. Participants enjoy exhibits by members of the community, including the police department, fire department, library, as well as local merchants and our local defense contractor. Breakout sessions offer presentations by teachers and community members that highlight math being used in the real world. Family Math Night gives our parents an opportunity to do math along with their students.

4. **Instructional Methods:**

The delivery of instruction at Hurst Junior High can most accurately be described as interactive. We differentiate instruction to meet the learning needs of our diverse population through the use of technology, the Internet, and best practices. Cooperative groups are utilized throughout our campus, and many teachers are proficient in Kagan Methods of Cooperative Groups. Technology is used in every discipline. Smart Technology, Smart Boards, Inter Write pads, graphing calculators and In-Focus projectors provide unique ways of presenting material in the classroom. Our music department utilizes electronic metronomes and tuners to increase student success. Use of the Internet through Brain Pop, Study Island, United Streaming, Teacher Tube, and interactive textbooks provides a backdrop of contextual learning essential to retention. The Internet can be accessed through our lab which contains sixty (60) computers, our library that houses thirty (30) computers, or by using our Computers on Wheels (COWS) – carts of laptops that teachers can reserve to use in their classrooms. Traditional seatwork is disappearing at Hurst Junior High. Worksheets have been replaced with games, manipulatives, loops, matching activities, and writing on desks with dry erase markers. Lecture has been replaced with peer tutoring and 'I Do-We Do-You Do' activities. Continuous Improvement tools facilitate data driven decisions in presenting instruction throughout Hurst Junior High.

5. **Professional Development:**

Each employee of the HEB School District follows a professional development framework which includes training in specific content areas. This is the foundation on which Hurst Junior High builds its professional development standards. The general philosophy at HJH is that all campus professional development will be relevant and meaningful to teachers and staff. While the school's culture embraces Continuous Improvement, we embed this philosophy into a myriad of best practice trainings from which teachers can take immediately usable strategies and information.

Campus professional development begins with a needs assessment months before the actual training takes place. Administration and department heads collect this information both formally and informally. Once this data is collected, the administration and a cadre of teachers begin shaping what the day will look like. As the professional development team decides which trainings to provide, it keeps in mind the essential question, "Can teachers take this information back to the classroom and use it tomorrow?" If the answer is yes, then the committee can feel confident in providing the training.

Hurst Junior High uses the experts on campus who know the curriculum, already use best practices in the classroom, and can provide proof of success with high-achieving students. Our classroom teachers are the trainers of campus professional development. These leaders are often mentors for other teachers who struggle in certain areas or are new to the district or the profession. Many times a teacher's best resource is his or her colleagues. While at times, we find it necessary to utilize an 'outside' trainer to guide us, our campus teacher leaders provide the most valuable instruction.

In addition to the formal campus professional development program, we encourage teachers to engage in their own individual studies in areas that interest them. For example, individual teachers often participate in book studies. The school's library houses an increasing number of professional development titles from organizations such as the ASCD (Association for Supervision and Curriculum Development).

The administrators and teacher leaders at HJH possess a life-long love of learning. Utilizing these talented faculty members to lead professional development allows them to share this enthusiasm with the entire teaching team.

6. **School Leadership:**

Administrative leadership at Hurst Junior High is composed of two assistant principals and one principal. The current principal has been part of the HJH administration for the past five years, the first four years as assistant principal and the fifth year as principal. In addition to administrative leadership, HJH also utilizes department chairs in leadership capacities. Each major subject area has a department chair who is responsible for a number of teachers in the department. Informally, there are a number of teachers in the school who take on leadership roles in areas such as technology, professional development, student groups, curriculum writing and professional learning teams.

Change at Hurst Junior High began in the fall of 2003, when the preceding principal started transforming a low performing campus into a school where all students, regardless of background, experience success. The current principal arrived in the fall of 2004 as an assistant principal. At that point, the administrative team was composed of three people with complementary styles and a unified vision. These administrators began to push the implementation of the new vision forward.

The foundation of this change was based on administrators knowing what was happening in classrooms. This team made a conscious decision to get out of the office during the school day and spend that time becoming familiar with the needs of both the students and the teachers. The principal and the assistant principals viewed their jobs in terms of instructional leadership, not just school administration. Spending the majority of the school day in the classrooms allowed them to assess the needs of the teachers and the students. Furthermore, administrators were able to determine what systems worked and which strategies and procedures needed change. This outreach caused the wall between the teachers and the administration to crumble. Administrators could speak openly with teachers about problems they saw and teachers were willing to collaborate with their instructional leaders and each other to better reach each child. Maintaining the change created at Hurst Jr. High is no longer dependent on the vision or personality of the administrative team. The system that ensures student success enjoys enormous buy-in from all stakeholders since it was created as part of a collaborative process. It will continue to flourish no matter who serves as school leader.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	93	92	84	73	70
Commended	29	19	22	11	14
Number of students tested	263	253	246	256	262
Percent of total students tested	92	92	97	96	95
Number of students alternatively assessed	18	15	18	20	24
Percent of students alternatively assessed	6	5	7	7	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	91	77	61	58
Commended	21	14	18	7	9
Number of students tested	151	138	126	132	117
2. African American Students					
Met Standard	89	91	77	59	42
Commended	13	9	13	0	4
Number of students tested	39	47	39	35	28
3. Hispanic or Latino Students					
Met Standard	89	90	80	60	61
Commended	23	11	16	3	6
Number of students tested	90	73	62	59	67
4. Special Education Students					
Met Standard	0	0	90	0	0
Commended	0	0	10	0	0
Number of students tested	0	0	10	0	0
5. Limited English Proficient Students					
Met Standard	78	75	55	31	0
Commended	11	0	0	0	0
Number of students tested	18	16	20	16	0
6. Largest Other Subgroup					
Met Standard	96	95	84	77	76
Commended	30	23	23	11	16
Number of students tested	125	133	136	158	153

Notes:

Subject: Reading Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	93	86	87	86
Commended	35	31	27	24	51
Number of students tested	263	255	244	255	264
Percent of total students tested	92	93	96	95	96
Number of students alternatively assessed	18	13	19	21	21
Percent of students alternatively assessed	6	5	7	8	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	93	90	79	79	79
Commended	25	23	20	16	6
Number of students tested	155	137	123	131	117
2. African American Students					
Met Standard	97	93	83	82	85
Commended	20	26	15	14	14
Number of students tested	40	46	40	36	28
3. Hispanic or Latino Students					
Met Standard	93	88	76	75	80
Commended	27	22	10	15	9
Number of students tested	90	73	60	59	65
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard	81	63	58	44	
Commended	13	0	0	6	
Number of students tested	16	16	19	16	
6. Largest Other Subgroup					
Met Standard	96	97	90	92	89
Commended	38	35	37	24	24
Number of students tested	128	133	134	156	157

Notes:

Subject: Mathematics Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	89	85	91	68
Commended	30	30	20	23	15
Number of students tested	266	257	255	254	268
Percent of total students tested	93	92	89	90	90
Number of students alternatively assessed	16	18	22	23	25
Percent of students alternatively assessed	6	6	8	8	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	85	81	74	56
Commended	28	25	15	19	8
Number of students tested	151	122	122	107	118
2. African American Students					
Met Standard	94	87	76	74	56
Commended	19	25	13	8	13
Number of students tested	48	40	45	26	32
3. Hispanic or Latino Students					
Met Standard	91	82	72	70	55
Commended	24	24	16	14	7
Number of students tested	80	72	57	65	71
4. Special Education Students					
Met Standard		100			64
Commended		0			7
Number of students tested		10			14
5. Limited English Proficient Students					
Met Standard	88	29	45		
Commended	13	0	0		
Number of students tested	16	14	11		
6. Largest Other Subgroup					
Met Standard	98	92	91	86	75
Commended	33	27	20	26	17
Number of students tested	131	139	148	142	161

Notes:

Subject: Reading Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	97	95	93	89	88
Commended	50	56	47	44	42
Number of students tested	270	255	255	255	263
Percent of total students tested	94	91	90	91	89
Number of students alternatively assessed	12	22	22	20	28
Percent of students alternatively assessed	4	8	8	7	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard					
Commended					
Number of students tested					
2. African American Students					
Met Standard	100	97	92	91	78
Commended	52	53	33	27	21
Number of students tested	48	40	46	26	33
3. Hispanic or Latino Students					
Met Standard	95	88	85	83	74
Commended	37	33	36	25	25
Number of students tested	79	72	58	64	68
4. Special Education Students					
Met Standard					91
Commended					36
Number of students tested					11
5. Limited English Proficient Students					
Met Standard	81	54	64		
Commended	6	0	0		
Number of students tested	16	13	11		
6. Largest Other Subgroup					
Met Standard	98	97	96	93	94
Commended	54	62	54	53	53
Number of students tested	136	140	146	146	159

Notes:

Subject: Mathematics Grade: 9 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	91	82	92	72	68
Commended	36	26	28	23	16
Number of students tested	258	273	248	240	271
Percent of total students tested	92	89	94	95	95
Number of students alternatively assessed	14	26	24	29	15
Percent of students alternatively assessed	5	8	9	11	5
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	87	76	91	63	59
Commended	25	18	17	17	8
Number of students tested	130	138	95	107	115
2. African American Students					
Met Standard	92	77	93	61	60
Commended	33	21	6	15	17
Number of students tested	43	48	36	34	46
3. Hispanic or Latino Students					
Met Standard	87	71	82	61	55
Commended	24	10	18	12	10
Number of students tested	75	68	65	60	61
4. Special Education Students					
Met Standard					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
Met Standard		33			29
Commended		0			14
Number of students tested		18			14
6. Largest Other Subgroup					
Met Standard	91	95	94	76	73
Commended	36	27	32	26	15
Number of students tested	141	153	138	140	155

Notes:

Subject: Reading Grade: 9 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2003 Publisher: Texas Education Agency/Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Feb	Feb	Feb
SCHOOL SCORES					
Met Standard	96	97	98	97	93
Commended	34	55	37	31	89
Number of students tested	258	277	253	237	274
Percent of total students tested	92	90	97	94	96
Number of students alternatively assessed	15	25	21	27	12
Percent of students alternatively assessed	5	8	8	10	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	93	98	97	99	88
Commended	23	39	21	19	27
Number of students tested	132	137	100	103	115
2. African American Students					
Met Standard	100	99	99	96	84
Commended	33	40	24	19	21
Number of students tested	42	47	37	32	47
3. Hispanic or Latino Students					
Met Standard	91	95	97	96	84
Commended	37	33	36	25	25
Number of students tested	79	72	58	64	68
4. Special Education Students					
Met Standard					
Commended					
Number of students tested					
5. Limited English Proficient Students					
Met Standard		94			54
Commended		6			0
Number of students tested		18			13
6. Largest Other Subgroup					
Met Standard	97	97	99	98	99
Commended	35	61	42	35	34
Number of students tested	142	154	140	141	160

Notes: